

An outline map of the state of Michigan, showing the Upper and Lower Peninsulas and the surrounding water bodies. The map is positioned on the left side of the page, with the title text to its right.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

Winter 2005

Scoring Guide

ELA Part 1 Grade 4

WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME:

BEING A HELPER

Everyone can be a helper. Someone might help us, or we might help someone else. We might help someone older or younger than us. We can help our friends or our families, in our neighborhood or at school.

Do **ONLY ONE** of the following:

tell about a time when you helped someone younger than you

OR

describe a time when you were helped by someone older than you

OR

write about a time when someone did not feel like helping

OR

describe someone who is really good at being a helper

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing.

The final copy of your response must be written in the lined spaces starting on page 1 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used. Nothing written on the prewriting and rough draft pages will be scored.

Michigan Educational Assessment Program
Grade 4 English Language Arts
Holistic Scorepoint Descriptions
Part 1: Writing from Knowledge and Experience

Here is an explanation of what readers think about as they score your writing.

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language, including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Write your final response here.

A person, who is a good
 helper is my friend N
 He is always trying
 to help others. If someone
 needs help N will
 do his best to help.
 N has helped me many
 times he is a great
 helper. When he helps he
 never gives up on helping
 you he just keeps trying
 until he gets it. N is
 a great helper and he
 never gives up and that
 is what makes him
 a great helper

Score Point: 1

This response is generally unclear. The writer attempts to focus on the friend helping, but the ideas presented are not developed and the response becomes repetitive (he is a great helper, a good helper, is a great helper, a great helper).

Write your final response here.

G2

I am good at helping people
at school, home and other places.
Like people in wheel chairs
and people that are old. Sometimes
my dad needs help with tools
and other stuff. I help my family
and other people too. And I feel
happy when, I help people. And
I like helping people around
me too. Do you like to
help people? If you do then
help everybody. And I like
to help animals too. And I
help teachers, and other kids.

Score Point: 1

This response is generally unclear and unfocused. The writer presents different ideas related to the theme of helping (people in wheelchairs, people that are old, my dad, my family), but the ideas are neither connected nor developed, causing this response to become a simple list.

Write your final response here.

One time when I had to cook I didn't know what to do so I asked my mama and she came in there. We did it one step at a time. After that the food was done and we ate. I was happy to have my mama's help.

Score Point: 2

This response remains focused on Mom's help with cooking. The ideas are presented in a sequential order of events (asking mom, she came in, one step at a time, food was done and we ate), revealing a progression of thought. However, the ideas are underdeveloped and vague, keeping this response at a low "2".

Write your final response here. ~~helping~~ my little brother

A I helped my little brother A. He needed help with reading so I help him. I'm very proud of my little brother. A is happy that he can read a small book.

I also helped him with his A,B,C's. It is very fun to help him with his A,B,C's. Every day he will say them to me. A is very happy he can say them out loud.

I really like to help him. He likes it to. Every night he will read a book. Every day he will say his A,B,C's.

A's teacher Mr.H said thank you. I'm proud that I help him. Mr.H is proud of A also. Mr.H is very proud of the whole family for helping A.

I really like to help him. It is very fun to help him. A likes it when I help. So do I.

I'm very happy and so is A
my little brother. A is just as happy
as the whole family. Mr. H is even
more happier then the family. All of
us are proud of A.

Score Point: 2

This response attempts to focus on helping the writer's little brother with his schoolwork (I helped with reading, I also helped him with his ABC's). While some details are offered (every day he will say them to me, A. is very happy he can say them out loud), the ideas presented are random and without elaboration as well as somewhat repetitive (A. is happy and everyone is proud of A.), leaving this response underdeveloped.

Write your final response here.

Helping others

One time me and my dad were taking a ride on our bikes. And all of a sudden my chain broke! and I couldn't stop. And my dad came racing down the hill. And grabbed me by the back of the shirt and I jumped off my bike. And I landed on the ground. I got a little hurt but I was okay. Then I started walking down the hill and caught up with my dad. And then he took me home on his bike. This is a story about helping others.

Score Point: 2

This response attempts to focus on the events of a bike accident the writer had. While the ideas presented are concise and progress, there is no elaboration of any of the details, causing this response to remain underdeveloped.

Write your final response here.

When me and my sister were at my grandma's house we were playing a video game. The name of the game was Gauntlet Dark Legacy. "J can you protect my guy while I go to the bathroom," asked C. Then I answered "OK sure whatever." When C went away all the monsters in the level started to attack C person. "Oh no you don't," I barked and used my guy's magic attack. The attack lit up the screen of the tv with a blinding light. and when the light went away all the monsters were on fire. Some they fell to the ground and disappeared. Time to destroy those monster generators I thought. I quickly made my guy throw two axes at each generator. "Thanks for guarding my guy," said C. "Your welcome," I said. Then my sister asked, "can you guard my guy while I get something to eat?"

Score Point: 3

This response is somewhat clear and focused on the central idea of helping the sister with her video game. It is organized sequentially as it progresses through the events of being left to continue the video game. While it contains some voice, it is only partially developed with limited details (blinding light, tow axes, monster generators).

Write your final response here.

In 1998 I helped a kid named "I" he was only 4 years old and he had a bully problem. Every day after school kids would attack him. I knew that because I lived near him. Then every time I had to help him get up and make sure he's alright. His mom tried to get them to stop but when they saw her they quickly stopped and pretended to be helping him up and say they scared the bully off. Then when she left they continued hurting him.

I also felt sorry for him. That's because he keeps getting hurt badly. Also he got a bloody nose a lot. Then I knew, it had gone on far too long and someone had to help him. So, I helped him. Also I tried not to use violence for an answer.

I helped by trying to get the bullies to stop. That was by asking them nicely to stop. Also, walking him home. Those didn't work because when I asked them to stop they wouldn't listen. Also when I left him near his house they'd ambush him. So, I tried to find some people to help him. But they were all scared from the reason. So, I decided to tell the kids' parents what their kids were doing. Then the kids didn't pick on him anymore. Then I

asked my self "Why didnt I think of that before?
It would have saved time." But thats how I helped
someone younger than me. Oh, I was 5.

Score Pont: 3

This response is somewhat clear and focused on helping a friend with a "bully problem." The ideas presented are general rather than specific (I tried to find some people to help him. But they were all scared from the reason.). The repetitive use of "also," "so," and "then," as transitions actually interferes with the flow, rather than helping to connect the ideas.

Write your final response here.

One day I cut my foot on an exercise bike. My cousin A told all the parents upstairs, because we were in the basement. It was a wedding party for my cousin J. At first I tried to get the attention of my other cousins but they couldn't hear my yell because they had the radio in the basement on really loud. My cousin A saw that I was crying and the others found out I was hurt. A then rushed upstairs to where the parents were and yelled out loud "I'm bleeding!" The parents were freaked out and so was my cousin J. My aunt rushed to get me a wet cloth. I think it was my dad who helped me up the stairs. So I wrapped the rag around my foot. Then my mom drove me to the hospital I was born at St. Joseph. When my mom and I reached the hospital my foot was looked at then the doctor numbed my foot. I got surgery on my right foot where the wound was. The doctor put eight stitches in my foot.

If I went to a place I had to
 hop around but my family helped
 me. I had my next appointment in
 a couple days and the doctor looked
 at my foot and my dad bought me
 a pair of crutches. On the first
 day I got crutches we decided to go
 to Frankemuth. I was really hard
 getting around in the restaurant.

But my family helped me when I
 needed something. My family helped
 me every step of the way.

I think being a helper a
 helper is someone who helps another
 in tough times. Being a helper
 is someone who helps you in any
 kind of way. I just hope that
 someone has been a helper in some
 kind of way.

Score Point: 3

This response begins well with some specific details that paint a clear picture of the writer getting hurt at a wedding party. The ideas connect and the story progresses and flows until the point where the writer is taken to the hospital. At that point, the language becomes repetitive (my foot was looked at, the doctor numbed my foot, got surgery on my right foot, put eight stitches in my foot), and the response loses focus, becoming more vague and general at the end.

Write your final response here.

When my pool was getting opened I helped somebody. It wasn't boring either. My sister, brother, and my brother's friend helped too. If you want to hear more about it read the story.

It all started the day my pool was getting opened. A little while after the pool guys left my mom and dad were cleaning off the cover. I was playing a video game and I saw what they were doing. I played for a little while longer. Then I said I was going to help them with the cover and my sister said "me too".

We went outside and asked to help. I asked my room if I could get the purple broom in the house and she said yes. I went inside and looked in the laundry room but it wasn't there. I thought my sister might have put it back. She didn't so I went down to the basement and got it and went outside.

When I came out my sister was using my mom's broom. My dad was spraying the

water and my sister and I were getting the water off^{of} the cover. It was funner than you would think.

In a corner when the water got flooded me and my sister would go "1 2 3 whoo" and push off the water. Not after long my mom started helping again but her and my sister traded brooms. While we were doing this my brother and his friend were laying out the water jugs so we could clean them.

When we were done we went in the back to clean them. The boys left a little while before we were done so my mom had to lay^{lay out} the rest. My sister was inside. I only did a little bit but then I didn't want to anymore. My sister came out a little while after and did some. So did my mom and dad. My brother come back and helped a little bit.

Then the day was coming to an end. It's not ~~so~~ bad to be a helper. All you have to do is make it fun. So remember,

help anytime.

Score Point 4:

Generally clear and focused on preparing a pool to be opened, this response effectively moves in sequence through every step of the preparation (finding a broom, spraying off the cover and cleaning water jugs). The ideas are developed with relevant details (purple broom, looked in laundry room, my dad was spraying water). The organization is functional and the word choice supports meaning.

Write your final response here. **THE MISSION**

Once upon a time there was 2 teenagers named R and S. They lived in a very clean house that had no dust in site. Whenever they saw dust flying in the air they would grab all the cleaning tools and cleaned the whole house from top to bottom every single day. Then one night all the S were snug tight in their beds and fast asleep. Then a little bit later S heard some kind of noise come from the basement.

S woke up her brother and said "R, I heard a noise come from the basement and it doesn't sound good."

"What do you think it is?" R grumbled back.

"I don't know, but we should take a dust pan and go check it out!" exclaimed to R.

"No, I want to go to sleep!" mumbled R.

"Fine be that way!" shouted S.

Then her parents woke up and said to

S "What are you doing?"

"I, uh, I was going to get a drink." quickly answered S.

"Be quick it's 1:00 in the morning ok and once you get a drink go straight to bed ok." said Mrs.

"Yes, mom." replied S. Once the parents went to bed S went to the cleaning supplies closet and grabbed a dust pan and she was off on her mission.

Only 2 minutes later she was at the top of the dark land unwinding stairs and captured a bunny looking type thing. Then she looked around her and saw red eyes. The red eyes chased her up the stairs and through the whole house! Then her brother woke up and found his sister swarmed around a pack of gray fluffy things. He saw a extra dust pan on the table and dusted the pack of sandy things away from his sister.

All the things were gone but the house was a mess!

"What are we going to do, it's 3:00 in the morning!" exclaimed S.

"Let's just clean the house from top to bottom very quietly and we will do

G10c

it quick." replied R. They cleaned the house, but when they were done it was 6:00 in the morning so they jumped in bed and got a little bit of sleep.

THE END

Score Point: 4

This response remains generally unclear and focused on S's missions to maintain a dust-free house. The ideas presented are supported with relevant details (a very clean house that had no dust in site) and use of dialogue (I don't know, but we should take a dustpan and go check it out). Transitions between events are somewhat uneven, and there are a few gaps in the story.

Write your final response here.

Theme: Being a helper

One day, after school, my sister and I were playing house outside in our barn. We had played for about an hour.

My mom hollered for me. We were right in the middle of our game, and were not even done with it!

"A , can you come help me do the dishes and help me fill my folders with these meeting papers for my meeting tonight," my mom hollered.

"But mom, we are in the middle of our game," I told her.

"Please come help me, I am in a big hurry and I don't have time to," my mom begged.

Oh fine, we are at a good stopping point, and we can always come back to it later. I guess?," I hollered.

I went running to the house to get it over and go back outside to play again. I took off my shoes, ran to the sink, grabbed the dishes and started washing.

It took me a while, but I finally got done!

I ran back over to the door, put on my shoes, and started out the door. I got about half way to my sister and realized that I still had to fill my mom's folders with her meeting papers! I turned around and ran back to the house.

"Oh great, I probably won't have any time to play house with my sister," I said to myself.

I got into the house, took off my shoes, ran to get the papers and folders, and ran back to the living room, and started filling the folders with papers.

"Done!", I yelled.

"Nice work, you are a good helper. I should have you do this kind of work everyday".

I sighed and said "But mom".

"I was just kidding" she explained.

"Besides how did you get it done so fast?", mom asked.

"Well can I still go back outside and play?", I asked.

"Sure but be careful" my mom said as I went out the door.

Ever since, she said I was a very good helper.

Score Point: 4

This response is clear and focused on helping mom get ready for her meeting. The sequence of events, from playing in the yard, to coming in and helping, to returning to play, is developed with relevant details and a controlled use of dialogue. The narrative form provides a functional organizational structure, and word choices are effective and support meaning.

USE BLUE INK, BLACK INK, OR NO. 2 PENCIL ONLY.

1 1 1 1

- PART 1

1 1 1 1

Write your final response to BEING A HELPER here. No additional sheets may be used.

Two kittens named C and B joyfully made their way down to the "Bee Hive Shrine." It was a club that C and B had made themselves, right by the edge of a cliff. C was a tan kitten, with a dark brown ring around his left eye, also having more dark brown on his paws, ears, the tip of his tail, and his right arm. B was an odd yellow kitten, with a orange nose, and orange freckles of fur on his cheeks. The excitement in the kittens, made them forget about

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

danger on the edge of the cliff.

C and B saw the crisp feeling colored rocks that you have to climb in order to get to "The Bee Hive Shrine." "I'll get there before you!!!" B said hopping on a rock. "No, you won't!" C said swishing his tail.

C and B climbed and jumped on the steamy rocks, making their paws burn. When they reached the top, B wanted to do it again. He jumped happily near the edge. "B stop that before you hurt yourself." C yelled. Then B slipped on a pebble and fell off the edge, but just on time, he slammed his claws to the rusty cliff edge. "C, help me!!!"

B tried to hang on tighter, but that just helped him slide backwards, getting closer to falling off. C dived after his friend that was dangling for his life, but on accident, pushed him off. Automatically, C risked his own life, by soaring off of the cliff, only hanging on with his back paws. Then he bit a VERY painful bite into B's tail, but it was the only way to hold onto his best friend. Safely, they crawled back up together, by putting paw after paw, until they were on the cliff.

Once that the kittens were back on the cliff, their eyes sparkled as they watched

the sunset in the most clearest and best view that you could ever get it in. B looked a little shocked though. "Whats the matter?" C asked. "I - I can't believe you did that." B said in a beady voice. "Did what?" C asked with a laugh. "Y-y-y-you risked your life to help me." "I'm glad that I did. Let's go home." The two kittens climbed down the rocks and never returned again.

The focus of this story is that one word, "Help." So if somebody you know or love needs help, be a helper.

Score Point: 5

This response creatively addresses helping others by describing the kittens' journey to the "Bee Hive Shrine". Through the command of language and the precise word choice, the writer is able to build anticipation for the reader (Excitement in the kittens make them forget about danger on the edge of the cliff, I'll get there before you, he jumped happily near the edge, he slammed his claws to the rusty cliff edge). The occasional lapses in writing conventions are hardly noticeable.

G13a

USE BLUE INK, BLACK INK, OR NO. 2 PENCIL ONLY.

1 1 1 1

- PART 1

1 1 1

Write your final response to BEING A HELPER here. No additional sheets may be used.

Once there was a girl named K who loved to dance especially tap. K was the best dancer in her class. Anyway, K and her dance class had just finished their dance when her teacher, Miss B, took her aside to ask K a question. K I've noticed that you have worked really hard to become a good dancer and I was wondering if you would like to help me in some of the younger kids classes. Oh, of course

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

I will! K said excitedly. But remember, Helping is a great thing to do but it can also be hard. Don't worry I can handle it K said. OK I have classes Monday, Tuesday, Wednesday, and Friday, dose that work for you? Yes it dose Kara replied. OK, see you on Monday called Miss B. K was so excited she could hardly wait! K kept imagining her self helping a yonger girl with her dance. That Monday K was there early to warm up. Soon enough about 10 5-year old girls walked into the room. It sounded like a stampede with their tap shoes on. First, they started by warming up their feet then they went over their dance a few times and last they practiced spotting their head when they turn. K loved helping them. The next day (Tuesday) at school she saw her friend A. Hey K where have you been! yelled A. I've been helping some yonger girls at dance latly they are really cute! Anyway, I was wondering if you wanted to go to the mall tonight? Sorry I've got dance K replied. Oh A said. What about Wednesday? I've got dance. What about

Thursday? That's my lesson! What about Friday? I've got dance. Goodness, you have dance every night! A said very loudly. Wow, I do have dance every night. K said kind of gloomy. But how am I suppose to change that? I love helping them but it takes up all of my time. Maybe you could help a lot of classes on one day so then all of your other days are free. A suggested. So you mean have four classes on Wednesday and my class on Thursday. Yes A yelled. So Friday K asked Miss B if she could have four classes on the same day. Miss B thought that was a great idea. So everyone was happy and on the day of their recital K remembered, helping is a great thing to do but it can be very hard, and K just smiled. So when K grew up she decided to be a dance teacher so she could dance and help younger kids.

Score Point: 5

This response remains focused on the theme of helping others. The well-developed story line engages the reader, from the excitement of assisting dance class daily, to the realization of being over scheduled, to developing a solution in order to create a balance between dance classes and free time. The word choice and command of language are consistent with the overall tone and effectively move the reader through the text.

USE BLUE INK, BLACK INK, OR NO. 2 PENCIL ONLY.

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to BEING A HELPER here. No additional sheets may be used.

"Two years ago I had a best friend. We did everything together. My friend is no longer here but she still remains in my heart," and I helped her more than anyone could have."

"Skippitty do da skippitty dah my oh my it's a wonderful day!" E sings as she skips to the park. E is always loved the park. There's always someone to meet and play with. Today one no haired girl about E's age sat on the

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

bench feeding the birds. E sat next to her
 interested to no why she was bald. "Hi, I'm
 E," E said holding out her hand. "Hi,
 I'm L," the girl said shyly shaking
 E's held out hand. "Here let me show
 you a fun way to feed those birds," E
 said taking the bag and running around
 throwing bird seed behind her. L
 laughed and tryed it out. Laughing the
 two girls did this for what seemed like
 hours. Soon the two girls became pooped
 and layed in the grass on their backs and
 talked. They found out alot about each other.
 Like that they both went to the same
 school. But most amazing of all E
 found out that L had cancer.

Years past and the girls grow very
 fond of each other. They went to movies
 together and slep over a each others
 houses every Friday. The told secrets and
 went out on double dates. Life was
 good untill one day E got a call.
 "L is in the hospital and wants to
 see you!" a frantic mother said on the
 other end. "I'll be right over!" E screame
 back. E took two subs and and a
 cab to get to L. They taked, giggled,
 and said stuff about when they grew

old. L got to come home the next Friday. E sleep over.

The next week L was back in the hospital and not doing so well. E was told she had to leave. E did as she was told. But before she left she gave L her favorite chocolates.

At six o'clock the next morning E got a startling call, "L dead," L's mom said crying. E wept for days. Then a package was delivered with E's name on it. In it was L's secret stuff and a note it read,

Dear E,

You helped me so much. Thanks. You treated me like a friend. But now I'm in a better place. I'm know a beautiful angel. Someday we'll be able to see each other again. I'll be watching you every step you take. You deserve the best and only the best. The best friend and all. Go on with life without me. It'll be hard at first

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

but we'll both find a way.

I loved you so much.

Love,

L

P.S. B.F.F

"So know you see
you don't have to help
someone up to help. You can
simply be there friend."

Score Point: 5

This sophisticated approach to helping by simply being a friend is revealed through a well-developed expression of two girls' unique relationship. The organizational structure naturally transitions from the first day the two girls met to the time when one of them lost her battle against cancer. The word choice and command of language effectively move the reader through the text.

Write your final response here.

L woke up very quickly to hear her baby sister,

T crying. It was the first day of summer vacation

so she had to get use to it. She went into T's

bedroom to find her mom and dad struggling to stay

awake. L had just turned 10 and she thought

that she should help. "Mom, Dad" she said "you can go

back to bed, I'll take care of T." Her parents, who

were very grateful, kissed her and went back to bed.

"O.K." L sighed. "So what are you doing up at 3:00 in

the morning?" she asked T, looking at the clock. T giggled

"Are you hungry?" L asked T. T didn't say anything. L

began "Alright... um are you tired?" T had a little smile on

her chubby face. "Alright big girl lets get you in bed. T

started crying so L, thinking fast, grabbed her favorite book when she was young. It was called One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss. T loved that book too. While L was reading, T fell asleep. Without ever thinking L layed down next to T's crib and went to sleep. Before she knew it she heard a voice "L, honey, wake up." L woke up. "Did I fall asleep last-" She stopped talking. T was asleep right on L. "L" her mom began "would you mind staying home today instead of going to L's house?" L thought. She thought about last night and how she had taken care of T while her parents slept. "Sure" she said "I love playing with T." Her mom spoke "Your dad and I think that you are old enough-" Another voice, her dad, interrupted "To baby-sit your sister" he said "Would you, just for a few

hours?" I thought, well I have really enjoyed helping them but to baby-sit... it would really be a big help. "Yes" she began "I will but I will need to know how." In the next hour I knew so many things about baby-sitting. When her parents left I found a note on the counter. It read:

I —
these are all of the things that you will need. Good Luck Sweetie.

Mom's cell phone number

Dad's cell phone number

Poison Patrol number

Police Office number

Fire Department number: 911

6:00 feed T 7:00 put her in her crib and read a book to her. You can watch T.V. and have a snack. -Mom

I did as she was told and she washed the dishes and did the laundry. Her parents were so glad.

I "they said" "you can baby sit every Wednesday"

Score Point: 6

This exceptionally engaging response is clearly focused on a girl helping her parents with her baby sister. The content is thoroughly developed with relevant details. The writer's control over organization and connections between ideas move the reader smoothly and naturally through the text.